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ABSTRACT

This paper proposes a model for developmental academic advising (DAA) at New York's Bronx Community College (BCC) and reviews the purposes of DAA and barriers to its implementation. The first section presents a conceptual model of DAA and its priorities, indicating that it functions as an active attempt to stimulate personal and intellectual growth, a psychological and social support system, and an administrative record-keeping activity. The second section describes 12 barriers to implementing DAA in postsecondary institutions and suggests methods specific to BCC for overcoming each barrier. The third section presents a model for implementing DAA by establishing a campus Developmental Academic Advising Center, including provisions for the following areas: (1) center structure, staff, staff enrichment, and evaluation; (2) center activities, including orientation, intake advising, identifying at-risk students, the facilitation of campus connections, and developmental and prescriptive advising functions; and (3) satellite services, such as reviewing candidates for graduation, transfer referrals, and employment counseling and placement. The final section ponders the future of DAA. Appendices provide information on the differences between developmental and prescriptive advising; the characteristics of effective advisors; and a sample advisor survey with evaluation forms and checklists. Contains 26 references. (BCY)

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BRONX COMMUNITY COLLEGE'S DEVELOPMENTAL ACADEMIC ADVISING CENTER: AN EVOLVING MODEL FOR THE MILLENIUM

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C O N T E N T S

I. DEVELOPMENTAL ADVISING 1

A. A Conceptual Model of Developmental Academic Advising for Bronx Community College 2

B. Developmental Advising Priorities 3

II. REASONS WHY DEVELOPMENTAL ADVISING IS NOT IMPLEMENTED AND SOME SUGGESTED ANTIDOTES FOR BCC 3

III. DEVELOPMENTAL ADVISING FOR SUCCESS: A MODEL FOR THE MILLENIUM 7

IV. THE FUTURE OF DEVELOPMENTAL ACADEMIC ADVISING 12

REFERENCES 14

APPENDIX A: DEVELOPMENTAL VS. PRESCRIPTIVE ADVISING 16

APPENDIX B: THE HUMAN FACE OF THE ADVISOR 19

APPENDIX C: SURVEY AND EVALUATION FORMS 24

Academic advising in some guise has been around since students have been allowed to exercise some degree of choice in their collegiate life -- whether concerning the selection of courses, independent study projects, study regimes, potential postcollege careers, or social activities. It grew from being an integral, seamless part of the teaching-learning process and a surrogate parent-child relationship to an ancillary responsibility, an extra duty (sometimes burden) for faculty members.

As higher education became more differentiated by academic disciplines and faculty members' identification evolved from being primarily a "teacher" to being a discipline "expert" who sometimes taught, academic advising came to be viewed by many as an administrative or management function that focused on a depersonalized, somewhat mechanical, process of matching the appropriate number of students to available seats in classrooms. The depersonalization of the advising process was accelerated by the explosive increase in enrollments in higher education following World War II and again in the 1960s when the postwar baby boom came of age (Habley, 1993).

I. DEVELOPMENTAL ADVISING

From this milieu arose a somewhat different conception of academic advising in the 1970s. Even though it cannot be denied that many advisors, from the earliest days, devoted considerable attention and care to students and were significant positive forces in students' educational and personal lives, expansion of concerns beyond the academic was principally a matter of faculty members' personal interests and interpersonal skills and students' expressed needs. A general conceptual framework, however, that gave direction and proposed standards against which performance could be measured was lacking. At the beginning of the decade, Hardee (1970) identified woes of academic advising by faculty still present today (e.g. the need to fund adequately the advising function, to recognize how time consuming good advising is, and to compensate or provide released time from other responsibilities for advisors).

A conceptual leap came from Burns Crookston in the Journal of College Student Personnel when he coined the term "developmental academic advising." He conceptualized advising as a student-centered process that focused on students' achievement, mastery, and personal development. He clearly conceived advising as a process not limited to purely academic concerns but instead dealt with the whole student and the issues and concerns that are both directly and indirectly related to formal schooling.

Other theorists expanded and enriched Crookston's concept. Academic advising was redefined as a decision-making process facilitated by good communication skills with the advisor (Grites, 1979) and as the integration of advising goals with students' interests, abilities, and background experiences (Mash, 1978). Finally, Crockett (1978) advocated that academic advising be built on an understanding of students' developmental concerns and not artificially restricted to class selection and other purely academic matters.

Following in these thinkers' footsteps, Ender, Winston, and Miller (1982, 1984) elaborated on the concept of developmental academic advising, defining it as:

> a systematic process based on a close student-advisor relationship intended to aid students in achieving educational, career, and personal goals through the utilization of the full range of institutional and community resources. It both stimulates and supports students in their quest for an enriched quality of life....[It] reflects the institution's mission of total student development and is most likely to be realized when the academic affairs and student affairs divisions collaborate in its implementation. (p.19)

Developmental academic advising is (a) an active attempt to stimulate personal and intellectual growth, (b) a psychological and social support function, and (c) an administrative record-keeping activity (Winston, Grites, Miller & Ender, 1984).

This concept includes these assertions: (a) effective advising requires a continuity of contacts between the student and his or her advisor, which are of sufficient closeness that the advisor knows about the quality of the student's educational experience and has opportunities to influence that quality; (b) advising is a concern of the total institution and not the sole province of any single constituency, such as the faculty; and (c) developmental academic advising can only be accomplished through close collaboration of the academic affairs and student affairs components of an institution (Shane, 1981).

A Conceptual Model of Developmental Academic Advising for Bronx Community College.

All three elements of the community college model (Figure 1) should be accounted for at BCC if it expects to serve the complex personal, informational, and scheduling needs of today's community college student.

BCC Students' Personal Needs Are Complex	BCC Students' Informational Needs Are Complex	BCC Students' Scheduling Needs Are Complex
Examples:	Examples	Examples:
Indecision	AA/AS/AAS Degrees	Time Restrictions
Personal Problems	Transferability of Credits	Skill Levels
Career Exploration	Policies/Procedures	Closed/Cancelled Classes
Unrealistic Goals	Eng/Mth/Rdl Placements	
Stress/Failure	Transfer Programs	
Service Need	Service Need	Service Need
Counseling	Academic Advising	Scheduling

Figure 1. BCC Model of Developmental Academic Advising
[Adapted from O'Banion (1972)]

Developmental Advising Priorities:

BCC can achieve a strong developmental approach by specifying the priorities of developmental advising (Frost, 1993; Laff, 1994; Winston, Miller & Ender, 1984; Winston, Ender & Miller, 1982):

* Establish a working relationship marked by a sense of caring
* Help students clarify life goals; explore personal problems
* Encourage thinking about life and career planning
* Relate interests, abilities, and values to career plans
* Assist in exploring and selecting majors
* Provide a rationale for course requirements
* Help select and schedule courses
* Monitor academic progress
* Encourage students to explore options, become involved, and use campus resources throughout their time in college.

II. REASONS WHY DEVELOPMENTAL ADVISING IS NOT IMPLEMENTED AND SOME SUGGESTED ANTIDOTES FOR BCC

The development of the whole student - intellectually, personally, and socially - had been a stated goal of higher education long before Crookston so aptly pointed out its relationship to advising. Academic advising continues to be one of the best vehicles for achieving this goal. Much has been written about developmental advising and its benefits. Some evidence shows, however, that little progress has been made in implementing developmental advising consistently across campuses (Habley & Crockett, 1988). If a developmental approach is so desirable, why has progress been so slow. Many complex reasons exist, but several possible explanations are listed below. These explanations are coupled with some suggestions for ways that BCC can adopt to overcome barriers to implementing academic advising in a developmental mode.

1. Faculty advisors do not have the time to become involved in the type of advising that requires frequent contact with one student; advising loads are too high for personal contact.

FOR BCC: The tenets of developmental advising can be integrated into a 15-minute interview or into a year's sequence of advising contacts. Advisors who are totally focused for even a short span of time can make students feel that someone in authority cares about them.

When advisee loads are unrealistic, however, the root of the problem must be addressed. BCC administrators must be convinced to take strong measures when student dissatisfaction and attrition data indicate the need and value for more personal student contact and lighter advising loads.

2. Technological changes continue to depersonalize the advising/registration process.

FOR BCC: Today, students do not have to see a faculty member to discuss or plan course schedules. Students make a phone call, and register.

Convenient - yes; growth enhancing - no! Fiber optics, telephone registration, and distance scheduling are taking us one step farther from any reasonable expectation of implementing developmental advising.

Developmental advising, to have a chance to succeed, must bring student and advisor together on a regular and systematic basis. BCC must completely separate and distinguish developmental advising from course registration.

Until academic deans and department chairpersons are held accountable for advocating, implementing, and evaluating developmental advising, little will occur across the college to implement advising from a developmental perspective.

Developmental advising should be relatively easy to reinforce. Requiring students to register at a Central Advising Office or mandating that only advisors are authorized to sign their registration cards would move the college one step closer to bringing faculty and students together.

3. Faculty advisors do not have the background or expertise to handle the type of personal relationship that developmental advising requires.

FOR BCC: The knowledge and skills involved in developmental advising can be learned. The key is to convince advisors that being responsive to student needs is in an advisor's - as well as the college's - best interest.

Not all faculty members enjoy advising, and some are not particularly good at it. Assigning students to reluctant advisors who will provide only minimal assistance is not productive. Advisors who are motivated and willing to learn and practice the tenets of developmental advising, however, should be rewarded for their efforts. Lighter teaching loads and released time have both been used to reward good advisors.

4. Students perceive that advising involves only scheduling and registration, equating advising with high school "guidance."

FOR BCC: Not only do some advisors need to be motivated to understand and practice developmental advising, but students also need to become aware of its value. Stokes (1992) found that the reasons students gave for not participating in advising were (a) that they were too busy, (b) that they assumed it would not be helpful, or (c) that they found faculty advisors unresponsive or unavailable when students did try to make contact. Such discouraging results strengthen the need for required student appointments and for faculty to take their responsibility for advising seriously. Once good advising is experienced and the outcomes are positive for both advisors and students, future productive contacts are more likely to take place.

5. Many administrators neither understand nor support developmental advising and do not make funds available to implement developmentally oriented programs.

FOR BCC: Surveys of student satisfaction with advising, retention data, advisor questionnaires, and other evaluative methods demonstrate the need for developmental advising. Because many administrators are unfamiliar with the literature on advising and retention, providing a thorough review can raise awareness levels. Local research and evaluation studies can have a powerful effect if specific deficits in the system are highlighted.

6. Faculty advisors lack training to help them acquire developmental advising expertise, nor is there a great outcry for such training.

FOR BCC: Suggestions for training content have been put forth by many writers (Bostaph & Moore, 1980; Ender & Winston, 1982; Gordon, 1984, 1992; Grites, 1984; Kishler, 1985). The understanding of developmental concepts is at the heart of the advising system. Fielsten and Lammers (1992) list requisites for developmental advising - which should be incorporated into ongoing training - such as helping students (a) to improve study skills, (b) to plan courses of study, (c) to improve interpersonal skills, (d) to understand their own values, and (e) to explore career options. Becoming a developmental advisor does not happen after one training session; it requires a cumulation of knowledge, skills, and experiences with many types of students.

7. Colleges do not require contacts with one advisor over time, so advisor cannot force students to have advising sessions.

FOR BCC: The key to establishing a developmental advising relationship is a regular schedule of contacts, so that trust can be developed and an educational goal can be formulated. Establishing this series of contacts is largely the responsibility of advisors because students with little or no experience do not know their roles and responsibilities. We should not expect students to have positive expectations of an advising relationship; such expectations can arise only from the types of positive experiences that student probably have not yet encountered.

Expectations should be made clear to advisors as they are hired. They must be informed of evaluative criteria at the outset. Good advising must be nurtured through regular in-service programs for advisors. A reward system must be established.

Accessibility is another key to regular advising contact. Expectations should be made clear to advisors concerning regular office hours. According to Frost (1990), "if the developmental nature of academic advising is to be increased, an extended advising program with planned incidences of advisor contact may offer the kind of support needed to achieve developmental advising goals" (p. 13).

8. Autonomous units handle advising, making a common advising philosophy and approach difficult to implement.

FOR BCC: The academic advising system, as a whole, exhibits great diversity and is so expansive that comprehensively perceiving its various influences is difficult. Based on their unique perspectives, members of the college are likely to have differing views of what advising is and how well it is working. The situation is not unlike the story of the blind men touching different parts of an elephant. Each developed a different view of what the elephant was like. As the story goes, they even began to argue about their perspectives, each being both right and wrong.

The CENTRALIZED approach to advising provides a rationale for holding broad, fundamental discussions; for coordinating unit activities; for improving staff functions; and for integrating advising into the central mission and goals of the College. The CENTRALIZED approach is a rationale for promoting quality, developmental academic advising system-wide.

9. The institutional climate is often permeated by protection of personal "turf" for each unit in the college.

FOR BCC: It is true that the more that units reveal their inner workings, the more they may be scrutinized. Openness and sharing will be diminished if one or more units, or even key representatives, feel threatened by others.

One means of fostering a networked, collaborative advising system involves designating a particular person to be the COORDINATOR OF DEVELOPMENTAL ACADEMIC ADVISING. He or she will be a "boundary spanner" who has "lateral relations" and who gathers and disseminates information (Looney, 1988). As a boundary spanner, the Coordinator of Developmental Academic Advising is the cross-unit eyes and ears of an effective advising system.

10. Most campuses barely integrate student services (career services and counseling) with academic services.

FOR BCC: Utilizing a framework of developmental advising, the Advising Center extends itself into the larger area of career counseling. In addition, the staff will seek to explore the more personal aspects of the student's academic program and vocational decisions. Once a student defines a career goal, efforts will be taken to help him/her to pursue this goal through suggested coursework, the gaining of "hands-on" experience through job placement, and the planning of vocational choices to transfer or obtain a job after graduation.

The Developmental Academic Advising Center, therefore, should be housed within the Department of Student Development where all the pertinent resources are available and where developmental advising activities are already being practiced. In addition, counselors need to be part of in-service developmental advising workshops and to present information needed for in-depth evaluation for personal and career counseling.

11. Most advisors have little training in dealing with the needs of a diverse or high-risk student population.

FOR BCC: Culturally diverse students and students with special needs (e.g. academically deficient students, adult students, or learning disabled students) are often advised by full-time specialists. If ever a case could be made for developmental advising, serving these students is it. Gordon (1992) has suggested that advisors need to be especially sensitive to the developmental needs of these students. We must acknowledge important differences between groups and between individuals. Workshops that teach important aspects of different cultures and special populations can provide the knowledge and skills needed.

12. We have neither the time nor the support for evaluating advising or even for determining student desire for developmental advising, if it were available.

FOR BCC: Recent research (Beasely-Fielstein, 1986; Fielstein & Lammers, 1992; Frost, 1990, 1993) provides insights into the advisor-advisee relationship when developmental approaches are practiced. If developmental advisors are interested in their advisees' involvement in the total college experience, they will nurture a relationship organized around both academic and personal concerns and will view the relationship as a way to encourage students to "plan actively for their educational future" (Frost, 1993, p. 19). Astin (1993) concludes that student-faculty contact within any given institutional environment can have important positive implications for student development. Developmental advising is an obvious way to accomplish this.

III. DEVELOPMENTAL ADVISING FOR SUCCESS: A MODEL FOR THE MILLENIUM

Barriers and antidotes to barriers for developmental advising translate into a model designed to increase the chances that student will succeed not only at BCC but also in the job market.

A. Structure, Staff, Staff Enrichment, and Evaluation.

1. The centralization of academic developmental advising is being proposed to maintain unity of purpose among college departments and to serve as a tributary for dissemination of information from a central location (For rationale, see Section II, #8. p.6).

   a. The Developmental Academic Advising Center (DAAC) gathers and stores the most current information available about courses, curricula, and graduation requirements. Students are assured of accurate information from a single reliable source. They are kept abreast of any changes in courses or programs by means of periodic advisement bulletins. Because advising is its primary responsibility, the DAAC staff can most economically and efficiently gather information and disseminate it to students.

b. The DAAC serves not only as a clearinghouse for academic information but also as a centralized referral source for other campus and community services. To the student, the college is often a maze of services and resources which may be confusing or even threatening. The DAAC can easily direct the student to the proper office and ease the student's transition and adjustment to college.

c. Terminals that access SIMS will enable the DAAC staff to maintain continuity of advisement over time and among students.

2. DAAC will be housed within the Department of Student Development for the effective implementation of <u>developmental</u> <u>advising</u> (For rationale, see Section II, #10, p.6).

a. The DAAC staff will work to explore the student's life goals and vocational aspirations.

b. These goals must then be translated into a program so that the student meets the requirements of a degree, receives competent training to achieve desired goals, and completes a program tailored to his or her own needs.

c. This is not a one-step process, however. It must go on every semester. A student's life goals and specific career aspirations may change and the plan may need to be altered as developmental needs change.

By giving students the freedom and assistance to explore themselves and their career goals, DAAC will help students in their growth processes - both academic and personal.

3. A person will be designated as COORDINATOR of the DAAC to ensure that the advising system fosters the development of both students and advisors (For rationale, see Section II, #9, p.6).

a. The DAAC coordinator is responsible for establishing advising <u>networks</u> that cross unit boundaries on the college campus. These formalized contacts among staff members from college offices, such as, admissions, registration, computing services, counseling, career planning, placement testing, and various academic departments will serve to improve the flow of information and improve the dynamics of the advising system.

i) The DAAC coordinator will obtain from each department chairperson an articulation guide for transfer credit courses. DAAC staff will thus be able to evaluate transfer credits to meet requirements of senior colleges.

ii) The DAAC coordinator will provide DAAC staff degree requirement profiles for each major specialization within the college.

b. The DAAC coordinator is responsible for the cross-training of the advising staff. In cross-training, advisors are trained by staff members who specialize in other areas. On-location ("visits") training sessions enable advisors to experience the day-to-day staff routines and to witness the encounters between students and staff. By understanding about how the different parts of the system work, advisors are able to see students and their situations in a global fashion. This serves to reinforce the linkages between DAAC and the other units of the college.

c. The DAAC coordinator should monitor how the advising system functions and evolves. Such monitoring would involve a feedback process in which the coordinator understands the advising system's function and uses it to create system changes: assessment and planning in tandem form such a feedback process (See Appendix C - Survey & Evaluation Forms).

e. The DAAC coordinator is an agent of change. He or she will provide the Curriculum Committee an accurate assessment of students' reactions to college courses, curricula content, and the relevance of various curricula to students' occupational prospects in the current job market.

4. Staff: Coadvisors - counselors and faculty members - will constitute the staff of DAAC.

a. Each academic department will have a faculty advisor in DAAC, giving every academic unit ownership in the center's operation. Counselors form the other part of the advising team. Teamwork enhances advising effectiveness and enriches the individual advisor.

b. Coadvisors are assigned on a rotational basis and will be available to students at the DAAC throughout the year, including the summer session.

c. Coadvisors will be given lighter teaching loads, released time, and even salary increments.

5. Staff Enrichment. Counselors and faculty members will complete 15-30 hours of enrichment activities each year to help them deal more effectively with their advisees. Each semester, they will complete a 100-question checklist designed to measure mastery of advising information. Counselors and faculty will participate in "Interaction," a series of meetings to be held throughout the year to discuss on-campus advising issues, and in curriculum roundtables with department chairpersons (See Section II, #6, p.5).

6. Evaluation and Follow-Up. The College's research office will conduct studies to determine satisfaction with and the effectiveness of the major components of the advising model. Studies will emphasize subgroup analysis since the college is particularly concerned about meeting the needs of ESL students, male African-American students, and male Hispanic students (See Section II, #11, p.7).

B. ACTIVITIES OF THE DAAC.

For Entering Freshmen:

1. Orientation. Upon admission, entering freshmen view a video entitled, "How to Succeed at BCC." Describing the campus culture, student responsibilities, and support services, the video ties success to the concept of students as partners in the educational process.

2. Intake Advising/Educational Planning. New students meet with DAAC staff to review goals and objectives, programs and services, placement test scores, and required courses. During the advising sessions, students complete the New Student Survey (Revised Noel/Levitz Inventory), an educational plan, and a support services plan.

3. Identification of At-Risk Students. The College analyzes New Student Survey results, placement test scores, and students' previous educational background to identify at-risk students. These students are offered an opportunity to participate in a modified version of the Early Alert Retention System. Every two weeks, faculty members receive a list of at-risk students in their classes and provide answers to the following three questions: Are these students attending class? Have they been doing their homework assignments? Are they passing the course? Response sheets are computer-tabulated. Any "No" response triggers a counselor intervention.

4. Intentional Campus Connections. BCC will use New Student Survey results to provide on-campus support programs, campus clubs and organizations, and faculty members with the names and addresses of students who need their services, hope to join their club, or request tutoring.

5. An Owner's Manual Approach. To help students take responsibility for their own lives and to stress prevention, BCC will provide new students with an "owner's manual" during their first semester. There will be two types of manuals: one for at-risks students and one for students with no apparent risk factors. Patterned after an automobile owner's manual, the manual will stress the need for preventive maintenance, will tell students when and how to schedule routine checkups (between 15 and 20 credits, e.g. you need to _____), and will provide a telephone number for emergency "road service." The manual will help students understand the type of services to use to get the most "mileage" from BCC.

For Returning Students

Returning students may also go to the DAAC, by appointment or on a walk-in basis, throughout the year, including the summer session.

6. DAAC staff will engage returning students in developmental advising activities (See Appendix A: Developmental vs Prescriptive Advising; Appendix B: The Human Face of the Advisor). The DAAC advisor:

- Encourages discussion of personal problems.
- Deals with career exploration in conjunction with course advisement.
- Suggests steps student can take to help decide on major.
- Provides information about workshops and seminars in areas, such as, career planning and study skills.
- Spends time discussing time management and effective study techniques.
- Assists students in identifying realistic academic goals based on grades, test results, and self understanding.
- Keeps informed about students' academic progress through records and by talking to student about academic experiences.
- Uses grades, test results, and self-determined interests and abilities to identify the most appropriate courses.

7. DAAC staff will also engage returning students in prescriptive advising activities (See Appendix A: Developmental vs Prescriptive Advising). The DAAC advisor:

- Helps students learn about courses and programs.
- Tells students where to learn about policies and help in understanding how they apply to them.
- Informs about deadlines, then lets students follow up.
- Presents class options; students make own selections.
- Teaches about schedule planning and students take responsibility for planning their own schedules.
- Teaches students how to register by themselves.

8. In most students' minds, advising typically occurs once a semester with the goal of selecting classes to build a schedule. Therefore, advising is viewed not as a process, but rather as an event necessary to register for classes. The DAAC advisors, therefore, must always review (through SIMS) students' transcripts, explore changes in students' career plans, and set up appointments for subsequent contacts with their advisees.

C. SATELLITE SERVICES.

As integral components of DAAC, entering freshmen and returning students will be able to benefit from:

1. Office of the Registrar. The DAAC staff will work closely with the Office of the Registrar in reviewing potential candidates for graduation to make sure that the candidates have indeed completed the required courses in their respective curricula with the GPA required for graduation.

2. Transfer/Articulation Service. The DAAC staff will refer advisees to the transfer counselor. The transfer counselor will coach students through the transfer process, will publish bimonthly transfer updates and an annual transfer guide, and will troubleshoot transfer problems.

3. Employment Counseling and Placement Office. The DAAC staff will refer advisees to the Employment Counseling and Placement Office so that students can develop resumes, identify job opportunities, sharpen interviewing skills, and create educational road maps to help them climb the career ladder. The DAAC will thus be the student's first contact with BCC and will be the student's last link with BCC before setting out on a career.

IV. THE FUTURE OF DEVELOPMENTAL ACADEMIC ADVISING

A recent publication on organizational culture in higher education (Bergquist, 1992) may help explain the current state of affairs in regard to developmental advising. Bergquist argues that there are four distinct cultures in institutions of higher education; all exist in some form simultaneously on each campus, but one culture generally dominates.

If Bergquist's analysis is correct, then the reason that developmental advising has failed to win widespread acceptance becomes easier to understand. In the collegial culture, developmental advising has a difficult time getting a foothold because the dominant values of the collegial culture are focused on the disciplines and the generation of knowledge within those boundaries. The suggestion that advising should address non-academic student concerns is a direct attack on the fundamental values of the collegial culture.

In the managerial culture, the goals of developmental advising do not ring true. The managerial culture is more attuned to activities that will produce measurable results such as the job placement of graduates, cost efficiency of degree programs, and the generation of grants that support the college's instructional or research programs.

At colleges where the negotiating culture dominates, developmental advising must be championed by one of the powerful constituencies and can be implemented only through a bargaining process. Given the difficult financial times of recent years, few higher education leaders who may be advocates of developmental advising have had extra dollars with which to bargain. Because of scarce resources, it has been difficult to introduce the idea of developmental advising into this culture.

The developmental culture is the one most likely to be receptive to developmental advising. It is a culture that finds meaning primarily in the creation of programs and activities furthering the personal and professional growth of all members of the collegiate community; that values personal openness and service to others, as well as systematic institutional research and curricular planning; that holds assumptions about the inherent desire of all men and women to attain their own personal maturation while helping others in the institution become more mature; and that conceives of the college's enterprise as the encouragement of potential for cognitive, affective, and behavioral maturation among all students, faculty, administrators, and staff.

It is our hope that the developmental culture would gain ascendancy in Bronx 2000. It is in this culture that developmental advising would have its greatest impact by supporting and challenging students to take advantage of the multitude of learning opportunities outside of their formal classes and to use the human and programmatic resources designed to promote development of their talents and broaden their cultural awareness. Developmental advising has a multiplier effect that increases students' involvement in collegiate programs and services. It positively influences retention for the institution and increases the overall impact of educational experiences for students.

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APPENDIX A: DEVELOPMENTAL VS PRESCRIPTIVE ADVISING
(All excerpts are from NACADA journal
citations found in xeroxed documents)

TABLE 2
Practices That Developmental Advisors Report Using "Often" or "Always" (n = 37)

To involve students in the college experience, developmental advisors:
- familiarize students with the college program by
  - directing them to the college bulletin.
  - suggesting that they talk with the course instructor.
- allow students to make scheduling decisions by
  - having students plan one schedule for discussion.
  - having students plan several schedules for discussion.
- begin discussion about vocational planning by
  - suggesting that students talk with department chairs about majors.
  - suggesting that students talk with instructors about majors.
  - directing students to career counseling services on campus.
- help students choose a major by
  - suggesting students talk with faculty in departments of interest.
  - suggesting students talk with students in departments of interest.

To explore factors leading to student success, developmental advisors:
- allow students to make scheduling decisions by
  - talking with students about schedule planning.
- determine who has responsibility for advising activities by
  - discussing generally advisor and student responsibilities.
- help students make decisions by
  - inviting students to come to them to discuss problems.
- help students learn about time management by
  - talking to students specifically about time management.
- help students develop effective study habits by
  - talking to students specifically about study habits.
  - asking students about study habits in casual conversation.
  - referring students to academic support services on campus.
- help students choose a major by
  - exploring career choices with students.

To display interest in students' academic and extracurricular progress, developmental advisors:
- indicate interest in students' outside activities by
  - asking specific questions about their activities.
  - engaging in casual conversation about these activities.
  - encouraging students to become involved in outside activities.
  - indicating that they value participation in outside activities.
- engage students in conversation about other-than-academic matters by
  - having general discussions about outside activities.
- keep students informed of their academic progress by
  - reviewing academic progress in casual meetings.
  - reviewing progress in meetings to discuss the next term's classes.
- help students identify realistic academic goals by
  - asking specifically about academic performance.
  - getting this information from high school transcripts.
  - getting this information from entering test scores (SAT or ACT).
  - getting this information from institutional placement scores.

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L. Fielstein NACADA, 96), 33-38

Table 1
*Student Priority Ratings for Prescriptive Advising Activities**

Advising Activity	Not a Priority	Priority	High Priority
Explaining requirements for graduation	0	13.3	86.7
Making referrals to other campus agencies	11.1	56.7	32.2
Explaining registration procedures	16.7	32.2	51.1
Discussing course selections	0	21.1	78.9
Explaining university policies and procedures	11.1	41.1	47.8
Helping the student plan a course of study	1.1	32.2	66.7
Exploring career options	7.8	38.9	53.3
Discussing educational goals	3.3	41.1	55.6
Suggesting ways to improve study skills	20.0	57.8	22.2

* Percentage of students selecting each priority rating for each advising activity

Table 2
*Student Priority Ratings for Developmental Advising Activities**

Advising Activity	Not a Priority	Priority	High Priority
Being open to the idea of helping with personal problems	20.0	57.8	22.2
Building students' self-esteem and improving self-image	50.0	35.6	14.4
Keeping regular office hours and being accessible	1.1	35.6	63.3
Talking with students about problems with family and friends	76.6	23.3	1.1
Knowing the student's background	46.7	46.7	6.7
Making out-of-office contacts with students	72.2	17.8	10.0
Helping the student improve interpersonal skills	71.1	25.6	3.3
Discussing long-range goals	12.2	55.6	32.3
Knowing the student's values and attitudes	41.1	46.7	12.2
Advisor be personally acquainted with the student	16.7	54.4	28.9

* Percentage of students selecting each priority rating for each advising activity

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TABLE 2
Factor Loadings for Developmental Advising Subscale Items on "Importance" and "Received" Ratings

ITEM	*IMPORTANCE*	*RECEIVED*
Conversations with advisors may include topics other than academics	0.607	0.711
Advisors are open to the idea of helping students with personal problems when requested	0.577	0.601
Advisors talk to students about problems with family and friends	0.768	0.873
Advisors work with students to build self-esteem and improve self-image	0.716	0.775
Advisors help students improve interpersonal skills, i.e., social skills	0.733	0.816
Advisors help students develop self-help skills, e.g., study skills, time management, etc.	0.655	0.757
Advisors offer encouragement and emotional support	0.630	0.722
Advisors know the student's values and attitudes	0.746	0.736
Advisors discuss when and where the student should study in an effort to improve grades	0.696	0.706
Advisors are aware of and concerned about your social life, i.e., dating or marital problems	0.628	0.615
Advisors listen to personal problems advisees have	0.621	0.736
Advisors help you understand reasons for coming to college	0.692	0.706
Advisors are supportive as you sort out conflicting values, beliefs, and attitudes	0.727	0.752

TABLE 3
Factor Loadings for Prescriptive Advising Subscale Items on "Importance" and "Received" Ratings

ITEM	*IMPORTANCE*	*RECEIVED*
Advisors provide information regarding course selection	0.655	0.821
Advisors refer you when necessary to the proper college official, administrator, staff person or counselor when appropriate	0.572	0.773
Advisors explain the requirements for graduation	0.740	0.852
Advisors explain registration procedures	0.511	0.854
Advisors keep you up-to-date on degree requirements and changes in course offerings	0.821	0.847
Advisors check remaining requirements for graduation	0.636	0.711
Advisors make sure students enroll in appropriate courses	0.644	0.767
Advisors are aware about other department and people on campus who might be able to help their advisees	0.574	0.634

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APPENDIX B: THE HUMAN FACE OF THE ADVISOR
(All excerpts are from NACADA Journal
with citations found in xeroxed documents)

APPENDIX B: THE HUMAN FACE OF THE ADVISOR
(All excerpts are from NACADA Journal with citations found in xeroxed documents)

TABLE 2
IMPRESSIONS OF ADVISOR

	Faculty		Other Advisors	
	Mean	S.D.	Mean	S.D.
1. Knows who I am	3.93	1.21	3.42	1.29
2. Is a good listener	3.96	0.97	3.89	0.95
3. Expresses interest in me as a unique individual	3.69	1.12	3.55	1.11
4. Respects my opinions and feelings	3.91	0.94	3.81	0.94
5. Is available when I need assistance	3.67	1.12	3.66	1.06
6. Provides a caring, open atmosphere	3.80	1.02	3.76	0.98
7. Checks to make sure we understand each other	3.73	1.03	3.70	1.01
8. Respects my right to make my own decisions	4.08	0.87	3.97	0.88
9. Provides me with accurate information about requirements, prerequisites, etc.	3.85	1.10	3.83	1.08
10. Keeps me up to date on changes in academic requirements	3.49	1.15	3.45	1.13
11. Refers me to other sources from which I can obtain assistance	3.60	1.09	3.56	1.08
12. Encourages me to assume an active role in planning my academic program	3.85	0.99	3.69	1.00

NACADA Journal Volume 14 (2) Fall 1994

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TABLE 2
(continued)
IMPRESSIONS OF ADVISOR

	Faculty		Other Advisors	
	Mean	S.D.	Mean	S.D.
13. Accepts constructive feedback concerning his/her effectiveness as an advisor	3.44	0.98	3.42	0.96
14. Encourages me to achieve my educational goals	3.83	1.00	3.71	1.01
15. Helps me identify the obstacles I need to overcome to reach my educational goals	3.57	1.05	3.53	1.03
16. Takes the initiative in arranging meetings with me	2.98	1.26	3.05	1.24
17. Is on time for appointments with me	3.85	1.01	3.79	0.98
18. Clearly defines advisor/advisee responsibilities	3.45	1.09	3.49	1.06
19. Allows sufficient time to discuss issues or problems	3.81	1.02	3.75	1.00
20. Is willing to discuss personal problems	3.55	0.99	3.44	0.96
21. Anticipates my needs	3.37	1.00	3.38	0.98
22. Helps me select courses that match my interests and abilities	3.67	1.05	3.65	1.03
23. Helps me to examine my needs, interests, & values	3.48	1.04	3.46	1.03
24. Is familiar with my academic background	3.58	1.11	3.51	1.08
25. Encourages me to talk about myself and my college experiences	3.23	1.10	3.18	1.07
26. Encourages my interest in an academic discipline	3.51	1.04	3.38	1.01
27. Encourages my involvement in extracurricular activities	3.19	1.07	3.10	1.04
28. Helps me explore careers in my field of interest	3.28	1.09	3.21	1.07
29. Is knowledgeable about courses outside my major area of study	3.56	1.04	3.55	1.00
30. Seems to enjoy advising	3.74	1.08	3.86	0.99
31. Is approachable and easy to talk to	3.95	1.06	3.92	1.01
32. Shows concern for my personal growth and development	3.63	1.07	3.57	1.05
33. Keeps personal information confidential	3.96	0.88	3.83	0.88
34. Is flexible in helping me plan my academic program	3.82	0.98	3.75	0.97
35. Has a sense of humor	3.98	1.00	3.83	0.99
36. Is a helpful, effective advisor whom I would recommend to other students	3.75	1.21	3.75	1.14

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TABLE 1
Mean Percentage of Subjects Rating Activity as a Priority and as Descriptive of Their Advising Experiences

	Agriculture & Home Economics		Arts & Sciences		Business	
	priority	descriptive	priority	descriptive	priority	descriptive
Suggesting ways to improve study skills	79	36	81	41	79	21
Helping with personal problems	79	71	65	51	67	26
Explaining requirements for graduation	100	93	100	95	100	62
Making referrals to other campus offices	86	71	86	59	92	31
Building self-esteem and self-image	50	29	49	30	51	18
Keeping regular office hours and being accessible	100	93	97	84	100	62
Explaining registration procedures	93	79	81	81	82	51
Talking about problems with family and friends	43	50	24	30	18	8
Discussing course selection	100	100	100	97	100	82
Explaining university policies and procedures	93	100	89	70	87	46
Helping plan a course of study	93	93	100	84	100	64
Knowing student's background	71	86	51	43	49	21
Exploring career options	93	86	89	73	95	44
Making out-of-office contacts with students	36	36	30	27	23	10
Helping improve interpersonal skills	29	14	30	24	28	8
Discussing long-range goals	86	79	92	65	85	31
Discussing educational goals	93	86	100	84	97	56
Asking questions and listening to responses	100	93	92	73	92	56
Knowing student's values and attitudes	64	79	62	38	54	28
Being personally acquainted	93	100	81	68	82	41

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TABLE 2
Factor loadings for the 50 retained items from the structured questionnaire

Item	Socio-emotional	Academic Care	Personal Care	Good Person	Meeting dynamics	Knowledge	Problems
takes time talking with me	.4708	.7515					
supports my goals	.5642	.7098					
approachable	.4898	.6087					
friendly	.4536	.6557					
concerned about my academic life	.5253	.5786	.4614				
cooperates with me	.4176	.5726					
open with me	.5314	.5702					
understands my needs	.4855	.5516					
enthusiastic	.4631	.5476		.4155			
listens to me	.5696	.4994	.4205		.5202		
offers encouragement	.6308	.4974					
helps me with my long term goals	.6212	.4623	.5896				
encourages self-reflection	.6422		.7032				
cares about my life outside the classroom	.7720		.6445				
concerned with my overall development	.6196		.6416				
challenges me to think	.5772		.5948				
understands my situation	.5626		.5514				
good role model	.5258		.5354				
tries to improve as an advisor	.4087		.5336				
informed about extracurricular activities	.4468		.4226				
sincere	.4027			.6054			
open-minded	.5282			.6039	.4582		
sense of humor	.5486			.4709			
nonjudgemental	.4526			.4522			
knows me on a semi-personal level	.5321						

(Continued)

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TABLE 2 (Continued)

Item	Socio-emotional	Academic Care	Personal Care	Good Person	Meeting dynamics	Knowledge	Problems
prepared					.7687		
organized					.6701		
on time for meetings					.5411		
understandable					.5334		
helpful					.5095		
knows system					.5028	.5361	
dependable					.4812		
doesn't rush					.4716		
effective communicator					.4435		
patient					.4258		
lets me make decisions					.4248		
unprepared					-.5970		
demanding						.4712	
knows about graduate schools						.4124	
knows requirements for graduation						.4381	
knowledge about various areas of study						.4255	
I can trust my advisor						.4131	
knows about job opportunities						.4127	
experienced						.4091	
makes most of my course decisions						.4051	
does not seem friendly							-.5669
does not support my needs							-.5575
not interested in my goals							-.4510
does not listen							-.4450
misses meetings							-.4336

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APPENDIX C: SURVEY AND EVALUATION FORMS
(All excerpts are from NACADA Journal
with citations found in xeroxed documents)

APPENDIX C: SURVEY AND EVALUATION FORMS (All excerpts are from NACADA Journal with citations found in xeroxed documents)

NACADA Journal

EXHIBIT 5

Sample Advisor Checklist

Preparation

_____ I have posted my office hours and other times that I am available for advising.

_____ I have reviewed the catalog, schedule of classes and advisor handbook for academic policy changes.

_____ I have reviewed the names of my advisees, and I have updated their files.

Practice (with the student as an active participant)

_____ We have reviewed the student's academic plan.

_____ We have reviewed the progress toward that plan.

_____ We have discussed any potential academic difficulties and their possible remedies.

_____ We have reviewed specific graduation requirements.

_____ We have discussed future course selections.

_____ We have discussed the student's involvement in other campus activities.

_____ We have discussed any additional concerns the student may have.

_____ We have established a future meeting time and have outlined what tasks need to be accomplished by that time.

Follow-Up

_____ I made specific notes about my advisee's situation.

_____ I felt I maintained an individualized, caring relationship with my advisee.

_____ I clarified certain misunderstandings.

_____ I suggested possible alternatives to the student's choices, opinions, or directions.

_____ I encouraged the student to assume more responsibility in the advising process.

Advisor calendars and checklists can be combined into one document or distributed separately. In either case, they are inexpensive tools that assist advisors throughout the term. They also serve as subtle reminders that advising is an ongoing process, that it does not start and stop on specific dates. The appropriate use of these simple reminders can improve the overall advising *program* significantly because they serve to improve the process *individually*.

October 1984

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APPENDIX B

THE ADVISOR PERCEPTION INVENTORY

INSTRUCTIONS: Student, please give your impressions of your advisor by responding to the statements below by circling the appropriate letters at the right.* Since your responses will be used in HBU's faculty evaluation procedures, please answer each question with thought and sincerity. You do not need to sign your name.

ADVISOR'S NAME _____

1. My advisor has been readily available for consultation.	NA	SA	A	U	D	SD
2. My advisor has been actively helpful and has been genuinely concerned about my welfare.	NA	SA	A	U	D	SD
3. My advisor has served as a resource person for me.	NA	SA	A	U	D	SD
4. The spirit and practice of continuous self-evaluation has grown through my advisor.	NA	SA	A	U	D	SD
5. My advisor listens to problems I encounter.	NA	SA	A	U	D	SD
6. My advisor knows when I do not follow his/her conversation.	NA	SA	A	U	D	SD
7. Major points of my meetings have been summarized by my advisor.	NA	SA	A	U	D	SD
8. My advisor has helped me with personal problems.	NA	SA	A	U	D	SD
9. My advisor has taken an interest in me that extends beyond our meetings.	NA	SA	A	U	D	SD
10. My advisor and I spend most of our time discussing academic problems.	NA	SA	A	U	D	SD
11. I believe my advisor has helped make the transition into Houston Baptist University easier.	NA	SA	A	U	D	SD
12. I believe my advisor anticipates needs that I have.	NA	SA	A	U	D	SD
13. I would willingly share problems that I encounter with my advisor.	NA	SA	A	U	D	SD
14. My advisor has introduced me to various service organizations on campus.	NA	SA	A	U	D	SD
15. I enjoy meetings with my advisor.	NA	SA	A	U	D	SD
16. My advisor has been well prepared for each meeting.	NA	SA	A	U	D	SD

Thank you for your assistance.

_____

Jerry Ford Ed. D., Dean of Smith College

(The American College Testing Program, 1979, p. 4.168.)

*Not Applicable — Undecided

Strongly Agree — Disagree

Agree — Strongly Disagree

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Peer Advising: A Working Model

This questionnaire asks you to evaluate your Academic Advisor for the 1979-80 school year.

ADVISOR'S NAME _____
LAST FIRST

Please mark your responses directly on this form and return the form to the Office of Academic Advisement Main 210

I. GENERAL INFORMATION
(Check the one most appropriate to you.)

1. I am a
   - A ___ Freshman
   - B ___ Sophomore
   - C ___ Junior
   - D ___ Senior

2. I am currently carrying
   - A ___ 0-5 Credits
   - B ___ 6-9 Credits
   - C ___ 1-15 Credits
   - D ___ 16-19 Credits
   - E ___ 19 or more credits

3. The College in which my major is included is . . .
   - A ___ Undecided, no college
   - B ___ College of Business/Economics
   - C ___ College of Education
   - D ___ College of Fine Arts
   - E ___ College of Letters and Science

II. RATING OF ADVISEMENT FUNCTIONS

- SA — If you strongly agree with the item
- A — If you tend to agree with the item
- U/NA — Undecided or not applicable
- D — If you tend to disagree with the item
- SD — If you strongly disagree with the item

MY ADVISOR . . .	SA	A	U/N	A D	S D
A Helps in clarifying a major	___	___	___	___	___
B Helps in clarifying career or occupational goals	___	___	___	___	___
C Helps in developing study skills	___	___	___	___	___
D Informs me of general academic or course requirements	___	___	___	___	___
E Helps with personal social problems	___	___	___	___	___
F Helps me relate personal values to reasons for college	___	___	___	___	___
G Helps in selecting courses	___	___	___	___	___

III. RATING OF ADVISOR CHARACTERISTICS

MY ADVISOR . . .	SA	A	U/N	A D	S D
A Makes it easy for me to make an appointment	___	___	___	___	___
B Usually keeps appointments	___	___	___	___	___
C Suggests options	___	___	___	___	___
D Encourages me to make my own decision	___	___	___	___	___
E Helps me plan a four year program	___	___	___	___	___
F Directs me to use college resources	___	___	___	___	___
G Understands advisee point of view	___	___	___	___	___
H Is well-informed on requirements	___	___	___	___	___
I Is usually rushed	___	___	___	___	___
J Is usually busy	___	___	___	___	___
K Makes me feel at ease	___	___	___	___	___
L I would recommend this advisor to another student	___	___	___	___	___

IV. ADDITIONAL COMMENTS:

Figure 3. UW Superior Advisor Evaluation Form.

September 1981

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TABLE I

General Information

1. I am a . . .

A.	135	Freshman
B.	____	Sophomore
C.	____	Junior
D.	____	Senior

2. I am currently carrying . . .

A.	____	0-5 Credits
B.	10	6-9 Credits
C.	75	1-15 Credits
D.	40	16-19 Credits
E.	10	19 or more credits

3. The College in which my major is included is . . .

A.	51	Undecided, no college
B.	32	College of Business/Eco mics
C.	12	College of Education
D.	14	College of Fine Arts
E.	26	College of Letters and Science

TABLE II

RATING OF ADVISEMENT FUNCTIONS

	FREQUENCY IN %				
My Advisor . . .	SA	A	UNA	D	SD
A. Helps in clarifying a Major	38	34	25	1	1
B. Helps in clarifying career or occupational goals	30	35	31	1	1
C. Helps in developing study skills	22	24	41	10	1
D. Informs me of general academic or course requirements	67	28	4		
E. Helps with personal-social problems	22	17	47	10	2
F. Helps me relate personal values to reasons for college	22	21	44	10	1
G. Helps in selecting courses	60	28	8	2	

TABLE III

RATING OF ADVISOR CHARACTERISTICS

	Frequency in %				
My Advisor . . .	SA	A	D	SD	
A. Makes it easy for me to make an appointment	71	22	1	1	1
B. Usually keeps appointments	55	30	10	1	2
C. Suggests options	52	30	14	2	
D. Encourages me to make my own decision	50	32	15	.	1
E. Helps me plan a four-year program	25	32	37	4	
F. Directs me to use college resources	24	37	31	5	
G. Understands advisee point of view	41	38	17	1	1
H. Is well-informed on requirements	51	32	11	2	1
I. Is usually rushed	8	8	18	31	32
J. Is usually busy	10	15	21	31	21
K. Makes me feel at ease	65	28	4	1	
L. I would recommend this advisor to another student	64	28	5	.	1

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EVALUATION OF THE EFFECT OF THE MODEL ON ADVISING AND ACADEMIC PROGRESS

Two groups of students being advised in the Open Option Advising Center (students who took S&H 100, fall 1979 and students who did not take S&H 100, fall 1979) were surveyed in the winter term 1980 to gather additional information about the effectiveness of the S&H Open Option advising model. The results of the survey (Table III) show high satisfaction with the advisor and indicate the students were comfortable at Iowa State University.

TABLE III
OPEN OPTION STUDENT SATISFACTION WITH ADVISOR
Percentage of Students Answering "Yes"

	S&H 100 (N = 105)	Non S&H 100 (N = 80)
1) I feel comfortable with my academic advisor	98	99
2) My academic advisor takes a personal interest in me	96	94
3) My academic advisor has helped me select appropriate courses to fit my interests and abilities	94	94
4) I feel more comfortable at Iowa State University now than I did last quarter	88	89

TABLE IV
ACHIEVEMENT OF OBJECTIVES
OF THE CAREER PLANNING/ORIENTATION COURSE
Comparison of S&H 100 Students and Non S&H 100 Students
Percentage of Students Answering "Yes"

	S&H 100 (N = 105)	Non S&H 100 (N = 80)
1) After completing fall quarter, I have a satisfactory knowledge of rules, regulations, procedures and services of the University	96	84
2) I am aware of some of the careers and job opportunities available in the majors that most interest me	84	71
3) I am familiar with some of the career planning resources which may be used to explore careers of interest to me	74	40
4) After completing fall quarter, I have a better understanding of my values, abilities and interests	86	76
5) I know how my values, abilities and interests fit with various majors and careers	75	58
6) I have a good knowledge of basic study skills	87	77

March 1981

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TABLE II

ADVISING ROLE AND RESPONSIBILITY INVENTORY

The Advising Role and Responsibility Inventory contains a series of statements which may be considered some of the functions of the academic advisor. This inventory is designed to assess what you think the functions or responsibilities of the academic advisor should be. IT IS NOT DESIGNED TO EVALUATE THE PERFORMANCE OF THE ACADEMIC ADVISOR.

Please circle the appropriate answer. (Student Form)

A. Sex ..... (1) Male (2) Female

B. Age ..... (1) 27 or less (2) More than 27

C. Marital Status ..... (1) Single (2) Married (3) Divorced/Widowed

D. Classification ..... (1) Freshmen (2) Sophomore (3) Junior (4) Senior (5) Graduate

E. Number of classes you usually take ..... (1) 1 to 2 (2) 3 or more

F. Employment status by hours ..... (1) 30 or less (2) More than 30

G. Major School ..... (1) Business (2) Education (3) Liberal Arts (4) Math & Science (5) Special Arts & Sciences (6) Undecided

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Please read each of the statements and answer according to the following:

P — The advisor has primary responsibility for this function.
S — The advisor shares with others in performing this function.
N — The advisor has no responsibility for this function.

Indicate your opinion by drawing a circle around the P, S or N. Please circle only one letter for each statement.

P S N (1) Suggest courses.
P S N (2) Help evaluate semester academic load in relation to other factors.
P S N (3) Recommend elective courses which might be beneficial.

TABLE II (CONTINUED)

P S N (4) Authorize "drops."
P S N (5) Authorize "adds."
P S N (6) Guide course selection in terms of advisees' characteristics and needs.
P S N (7) Sign course schedule for each semester enrollment.
P S N (8) Advise against taking inappropriate courses.
P S N (9) Counsel advisee on implications of schedule changes.
P S N (10) Help advisee formulate a schedule based on his/her time restrictions.
P S N (11) Guide advisee with undecided major to courses which may help to decide area of interest.
P S N (12) Recommend courses which may be helpful in later work or later study.
P S N (13) Help advisee explore life goals or values.
P S N (14) Know educational backgrounds needed for careers.
P S N (15) Provide information about job markets.
P S N (16) Help advisee select a major.
P S N (17) Provide information about course content.
P S N (18) Provide pertinent registration details (e.g. how to obtain instructor permissions, initiate irregular enrollments).
P S N (19) Provide information about prerequisites for graduate studies.
P S N (20) Recommend specific instructors.
P S N (21) Review with each advisee the requirements for graduation.
P S N (22) Define the advisee's role in advisement process.
P S N (23) Refer to other campus offices as resources when appropriate.
P S N (24) Define advisor's role in the advisement process.
P S N (25) Provide information about transferring to another school.
P S N (26) Explain general education courses as they relate to major.
P S N (27) Explain general education courses as they relate to preparation for life pursuits.
P S N (28) Orient advisee to university procedures (parking, financial aid, etc.).
P S N (29) Assist advisee with awareness of deadlines which affect him/her.
P S N (30) Explain existence of certain general education or major requirements.
P S N (31) Acquaint advisee with extracurricular activities.
P S N (32) Communicate students' needs to university personnel.
P S N (33) Maintain confidentiality of records about advisee.
P S N (34) Maintain an advisement file for each advisee.
P S N (35) Evaluate transcripts in relation to degree requirements.
P S N (36) Recommend course substitutions or other degree requirements.
P S N (37) Orient advisee to use of class schedule.
P S N (38) Write letters of recommendation.
P S N (39) Communicate academic information about advisee to appropriate professionals.
P S N (40) Attend in-service and professional meetings.
P S N (41) Keep up-to-date catalog information available for advisees.
P S N (42) Relate ACT/SAT scores to course selection.
P S N (43) Apprise the advisee of the opportunity for remedial or honor classes.
P S N (44) Review with advisee his/her academic performance.

TABLE II (CONTINUED)

P	S	N	(45)	Assist the advisee in setting a timetable for reaching educational goals.
P	S	N	(46)	Suggest the need to improve study skills when necessary.
P	S	N	(47)	Recommend advisee attempt advanced standing examination(s).
P	S	N	(48)	Demonstrate interest in the advisee as an individual.
P	S	N	(49)	Assist advisee in development of decision-making skills.
P	S	N	(50)	Assist in self-understanding and self-acceptance.
P	S	N	(51)	Counsel about personal concerns.
P	S	N	(52)	Encourage maximum use of abilities.

Thank you for taking time to complete the inventory.
Please return to your instructor.

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SPRING 1983 — ACADEMIC ADVISEMENT FACULTY MEMBERS' QUESTIONNAIRE

Each Speed School faculty member and student is being asked to complete a questionnaire regarding the academic advisement process. A major purpose of this questionnaire is for you, as faculty members, to determine how important you feel it is to serve as an academic advisor and whether the performance of advisors should be used in the promotion and tenure process as one criterion to judge overall effectiveness of academic assignment. Even though you may not currently be serving as an academic advisor, your responses to this questionnaire are most important. If you are currently an advisor, your responses are vital. Please respond to all questions as thoughtfully, honestly, and completely as possible. It should require no more than 15 minutes of your time. You need not give your name. When you have completed the questionnaire, please return it directly to the General Engineering Studies Office through campus mail. Thank you for your cooperation in this project.

1. Your department _____
2. Academic rank _____
3. Which of the following best describes your status?
   Temporary __ Probationary __ Tenured __
4. If you are currently serving as an advisor or have been an advisor within the past two academic years, please indicate your advisement area(s) (you may check more than one):
   __ Undergraduate advisor for engineering students
   __ Graduate advisor
   __ Advisor for technology students
   __ Not an advisor
5. Three methods of academic advising are listed below. Please rate each method on a scale from 1 to 3 in which 1 indicates the method you would prefer to use and 3 the method least desirable:
   __ Mass advising groups led by qualified faculty members
   __ One-to-one advisor-advisee contacts
   __ Students reading the university bulletin, departmental publications, and semester class schedules and "advising" themselves
6. Do you believe individual students should be assigned to specific advisors?
   Yes __ No __
   If no, please suggest an alternative method _____
   _____
7. Do you believe students can receive better academic advisement if they are allowed to choose their own advisor rather than being assigned to a specific advisor?
   Yes __ No __
8. Should students retain the same advisor once they are admitted to a particular unit, assuming they do not change majors?
   Yes __ No __
9. In which of the following areas should students expect to receive information from their advisors? (Check as many as desired)
   __ University rules and regulations (e.g., residency requirements, grading policy, etc.)
   __ General education requirements
   __ Major requirements
   __ University graduation requirements

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__ Campus resources (e.g., student health, counseling services, etc.)
__ Career, graduate, and professional school plans
__ Planning class schedules
__ Personal problems

10. How important is it for an advisor to know his/her advisees well enough to recognize them and call them by name?

Not important __ Somewhat important __
Moderately important __ Very important __

11. How important is it for an advisor to have some understanding of the individual advisee's personal and/or learning problems?

Not important __ Somewhat important __
Moderately important __ Very important __

12. Do you believe that workshops or departmental training sessions on academic advising techniques or resources would be helpful?

Yes __ No __

13. Should advisors routinely have access to pertinent information about the advisee (e.g., placement test scores and transcripts)?

Yes __ No __

If yes, please specify what types of information _____

_____

14. If a faculty member is assigned to be an advisor, should he/she be relieved of <u>some</u> committee responsibilities? (You may check more than one)

Departmental __ School __ University __
Should not be relieved of committee assignments __

15. If the quality of a faculty member's advisement services were used in the promotion and tenure process or in merit evaluations (e.g., to offset a limited creative or publication record, etc.), should it be:

a. A voluntary, supplemental category? Yes __ No __
b. A mandatory, separate category? Yes __ No __

16. If advisement were considered in the promotion and tenure process, or in merit evaluations, how much weight should it be given?

No weight __ Minimal weight __ Modest weight __
Fairly heavy weight __ Very heavy weight __

17. Are you in favor of students completing an annual evaluation of all academic advisors, by name and department?

a. For use in the promotion and tenure or merit evaluation process?
Yes __ No __

b. For the advisor's information only?
Yes __ No __

18. How would you rate the overall effectiveness of advisement services within your department?

Excellent __ Good __ Average __ Fair __ Poor __

THE FOLLOWING QUESTIONS SHOULD BE ANSWERED BY CURRENT ADVISORS OR FACULTY MEMBERS WHO HAVE SERVED AS ADVISORS WITHIN THE PAST TWO ACADEMIC YEARS. PLEASE ADVANCE TO THE COMMENTS AND SUGGESTIONS SECTION AT THE END OF THE QUESTIONNAIRE IF YOU DO NOT FIT INTO EITHER OF THESE TWO CATEGORIES.

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19. Have you ever received any special assistance or training to prepare you for your advising responsibilities?
Yes __ No __
If yes, please describe _____

20. Do you know approximately how many advisees you are assigned each semester?
Yes __ No __
If yes, please specify approximate number __

21. How many office hours per week do you make available for student contacts, including nonadvisee contacts? __

22. On the average, how many hours should you be expected to spend with your total group of advisees?
per week __
per semester __
per academic year __

23. Do you feel the need for additional office hours for academic advisement beyond those needed to fulfill necessary contacts with students in your classes?
Yes __ Occasionally __ No __

24. How important is it to supplement your regular office hours at the beginning of the semester and during preregistration and registration periods for purposes of advisement?
Not important __ Somewhat important __
Moderately important __ Very important __

25. In reference to the total number of students who contact you for advisement each academic year, please estimate the number of contacts you have with the typical advisee:
__ 0 - 1 times per academic year
__ 2 - 3 times per academic year
__ 4 or more times per academic year

26. On the average, how much time do you spend with an advisee during a typical advisement session? ____

27. Are any types of student records available to you when you meet with student advisees?
Yes __ No __
If yes, please specify _____

28. Please list, in order of importance, the major or recurring problems you encounter in performing the functions of an academic advisor.

COMMENTS AND SUGGESTIONS

Please list here any comments or recommendations you may have regarding the academic advisement process and how it may be improved.

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Table 3

Summary of Faculty/Staff Responses

Preferred method of advising	
Mass advising led by qualified personnel	7.1 %
One-to-one advisor/advisee contact	82.1 %
Students advising themselves	10.7 %
For one-to-one advisor/advisee contact	
Students assigned specific advisor - Yes	89.3 %
Students choose their advisor - No	78.6 %
Students retain same advisor - Yes	78.6 %
Information that advisors should supply	
University rules and regulations	32.1 %
General education requirements	71.4 %
University graduation requirements	78.6 %
Major requirements	96.4 %
Campus resources	35.7 %
Planning class schedules	78.6 %
Discuss personal problems	60.7 %
Importance of advisor recognizing, knowing names of, advisees	
Very important	57.1 %
Somewhat, moderately important	32.2 %
Not important	10.7 %
Importance of advisor understanding advisee's personal and/or learning problems	
Very important	53.6 %
Somewhat, moderately important	32.1 %
Not important	14.3 %
Responsibilities, evaluation of faculty members serving as advisors	
Should be relieved of some committee work - Yes	66.75%
Quality of advising services used in evaluations:	
Yes, as voluntary category	57.1 %
Yes, as mandatory category	14.3 %
Weight given to advising in evaluations:	
No weight	10.7 %
Minimal	25.0 %
Modest	46.4 %
Fairly heavy	10.7 %
Very heavy	0 %
Students should complete annual evaluation of advisors:	
For promotion, tenure, merit evaluations	32.1 %
For advisor's information only	57.1 %

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SPRING 1983 — ACADEMIC ADVISEMENT STUDENT QUESTIONNAIRE

The purpose of this questionnaire is to evaluate the effectiveness of Speed School's Advising Programs. Your evaluation will help us to improve our service to students.

Section I

1. What is your current classification?
   - __ freshman (0-32 hours)
   - __ sophomore (33-67 hours)
   - __ junior (68-94 hours)
   - __ senior (95-up hours)
   - __ graduate/professional
2. What is your anticipated major?
   - __ Applied Math and Computer Science
   - __ Chemical and Environmental Engineering
   - __ Civil Engineering
   - __ Data Processing (Associate Degree)
   - __ Data Processing (Bachelor's Degree)
   - __ Electrical Engineering
   - __ Electrical Engineering Technology
   - __ Industrial Engineering
   - __ Mechanical Engineering
   - __ Mechanical Engineering Technology
3. Are you enrolled in
   - __ Daytime classes
   - __ Day and evening classes
   - __ Evening classes only
4. Are you
   - __ Full-time
   - __ Part-time
5. Do you know the name of your advisor?
   - __ Yes
   - __ No
6. How easy is it for you to arrange an appointment with your advisor to discuss your academic program?
   - __ I have not attempted to make an appointment
   - __ Very easy
   - __ Somewhat easy
   - __ Somewhat difficult
7. How many times do you usually see your advisor?
   - __ Never
   - __ Once a year
   - __ Less than once a year
   - __ Two or three times a semester

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8. **What is the average amount of time you usually spend with your advisor when you see her/him?**
   - __ I have never seen my advisor
   - __ Less than 5 minutes a visit
   - __ About 15 minutes
   - __ About 30 minutes
   - __ More than 30 minutes

9. **Prior to attending Speed,** what type of educational **institution did you last attend?**
   - __ High School
   - __ Community College
   - __ 4-Year University or College
   - __ Trade School
   - __ Other. Please specify _____

10. How important is academic advising to you in relation to fulfilling your educational objectives?
    - __ Very important
    - __ Moderately important
    - __ Somewhat important
    - __ Not important

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Section II

Complete this section only if you have spent enough time with your advisor to evaluate her/his effectiveness.

Mark "not applicable" if you have not had enough contact with your advisor to evaluate her/him with regard to this question.

or

if you have not asked your advisor for help in this area.

EXCELLENT	My advisor shows this behavior in almost all situations.
GOOD	My advisor shows this behavior fairly often, but not always.
FAIR	My advisor shows this behavior in only a few situations.
POOR	My advisor almost never shows this behavior.

Additional comments are welcomed. Use the "Comments" section.

	NOT APPLICABLE	EXCELLENT	GOOD	FAIR	POOR
1. My advisor keeps her/his posted office hours.					
2. My advisor's office hours provide adequate opportunity for me to meet with him/her.					
3. My advisor usually allows adequate time to discuss my academic program when I meet with her/him.					
4. My advisor does a good job of explaining major requirements such as prerequisites and course requirements.					
5. My advisor adequately explains university requirements, including general education requirements.					
6. My advisor assists me in selecting courses and planning my educational program.					
7. My advisor knows where to send me when I request information regarding other campus resources.					
8. If I request this information, my advisor assists me in making career, graduate, or professional school plans.					
9. My advisor tries to understand my educational goals and concerns.					
10. My advisor takes an interest in me and shows a positive, friendly attitude.					
11. In general, my advisor does a good job in meeting my advisement needs.					

COMMENTS

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Table 4
Summary of Student Responses

	EXC.	GOOD	FAIR	POOR	N/A
Advisor keeps his/her posted office hours	33.7	24.7	6.6	2.5	32.5
Advisor's office hours are adequate	44.8	28.0	7.2	1.2	18.8
Advisor allows adequate time during session	59.4	24.8	2.8	0.8	12.2
Advisor knowledgeable about major requirements	47.4	28.1	11.1	1.6	11.8
Advisor knowledgeable about university requirements	43.8	30.7	7.2	2.8	15.5
Advisor assists advisee in planning courses	49.2	28.8	6.8	1.6	13.6
Advisor knowledgeable about campus resources	39.2	22.8	2.8	1.2	34.0
When requested, advisor assists in career plans	29.7	20.1	4.4	0.8	45.0
Advisor tries to understand educational goals, concerns	36.7	34.3	8.4	1.2	19.4
Advisor takes interest in advisee, friendly attitude	51.4	28.7	6.4	1.2	12.3
Advisor does good job in meeting advising needs	52.0	31.3	4.4	1.2	11.1

★ ★ ★ ★ ★

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